

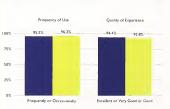
MEASURING UP: AN OVERVIEW

January 2007 University of Toronto



THE UNIVERSITY OF TORONTO
LIBRARY SYSTEM IS THE LARGEST
ACADEMIC LIBRARY IN CANADA and
is ranked in the top five among research
libraries in North America. The system
consists of over 30 libraries located
on three university campuses with a
collection of over 15 million items.
The Robarts Library and the Thomas
Fisher Rare Book Library attract scholars
from around the world.

LIBRARY FACILITIES: FREQUENCY OF USE AND QUALITY OF EXPERIENCE



Toronto I

The Graduate and Professional Students Survey (GPSS) was voluntary and available in both paper and web Grimar, Respondents were able to access the web Grim from home pages of the University of Torosto. Libraries, the University of Torosto, is well as several indeedaal libraries and departments. Paper copies were also available at 27 locations on the St. George, UTPI and UTSC companies.

The University of Toronto

At the University of Toronto, we are committed to being a leader among the world's best public universities in teaching, research and engagement with our community and society. Our academic plan, Stepping UP, sets goals for building on our foundational strengths and for addressing our institutional challenges. Each year, the University evaluates its progress and publishes Measuring UP, a comprehensive performance report. This summary provides an overview of the 2006 edition of Measuring UP.

Stepping UP articulates five priority objectives for the University. Our goal to enhance student experience is the most important of these priorities: we strive to provide every student with the opportunity for an outstanding and unique experience at the University of Toronto. That means building the remaining four priority objectives (summarized below) around what makes us unique among universities – including our size and breadth, our diversity, the quality of our students and faculty, and our location in the Greater Toronto Area.

- Link Teaching and Research: U of T's research breadth and strength are key features for our students, faculty and staff. We aim to ensure that all students benefit from engagement in leading edge scholarship.
- Promote Interdisciplinary, Interdepartmental and Interdivisional Collaborations:
 U of T has a rich tradition of collaborative scholarship that enhances the student
 experience both in teaching and exposure to research. The depth and breadth of our
 academic departments, centres and institutes allow U of T to offer a unique approach
 to interdisciplinary research and teaching something that smaller or less diverse
 universities would be hard-pressed to replicate in such a broad array of areas.
- Outreach and Engagement in Public Policy: To fulfill our responsibilities as public stewards of knowledge and to encourage students to apply their learning and extend their university experience into their civic lives, U of T participates in local, national and international public policy creation and community outreach.
- Equity and Diversity: Our student population is even more diverse than that of the
 city of Toronto, itself one of the most diverse cities in the world. Only here can
 students live and study in a milieu that comprises such a wide range of cultures,
 ethnicities and religious traditions. Our commitment to equity creates the conditions
 for students, faculty and staff to maximize their creativity and contributions, thereby
 supporting excellence in all dimensions of the institution.

This year we have seen continued excellence in many areas and encouraging growth in others. In particular, our outstanding research record continues to set the standard for publicly-funded universities. This depth of research, in conjunction with the breadth of our programming (we offer over nine hundred different degree programs), gives students opportunities for an unparalleled educational experience.

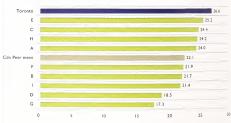
We are beginning to see progress on student experience measures and we understand, given the scope of the changes we are seeking to make, that more significant progress will take more time and continued effort. We are confident that our institution has the strength and resolve to rise to this challenge and to succeed in becoming a globally recognized student-centred research University.

The full text of Measuring UP is available at http://www.utoronto.ca/aboutuoft/accountabilityreports.htm



PROFESSOR EUGENE
FIUME OF COMPUTER
SCIENCE (second
from left) takes time
with his students
between classes at the
Bahen Centre for
Information Technology.

STUDENT-FACULTY RATIOS, FALL 2004 COMPARISON WITH CANADIAN PEERS

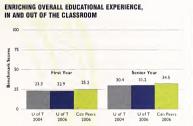


Source: G13 Dista Exchange (G13DE). The Canadian peer mean excludes Uoff. Faculty counts include fall-time Professoral Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicass. Uoff3 data enclude teaching stream faculty with contracts of 12 months or most.

Our student-faculty ratio of 26.6 to 1 lags our Canadian peer institutions, which have a mean ratio of 22.1 to 1.

enhance student experience

Student experience refers to the confluence of opportunities that shapes how students think about their lives in relation to other people and institutions and in relation to knowledge and skills. Contact with faculty is a key part of the student experience, and we are developing both classroom and co-curricular strategies to yield more – and more varied – opportunities for student-faculty interaction. A small class experience, research opportunity or an international experience brings together students and faculty members. Co-curricular initiatives, such as our expanding program of First-Year Learning Communities, complement classroom interactions.



Enriching Educational Experiences Survey items;

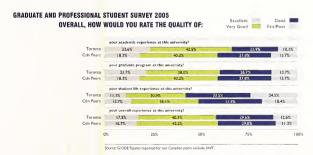
• Participating in co-curricular activities (organizat

- publications, student government, sports etc.)
 Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
 Foreign language coursework, and study abroad
- Independent study or self-designed major
 Culminating senior experience (comprehensive exam.
- capstone course, thesis, project, etc.)

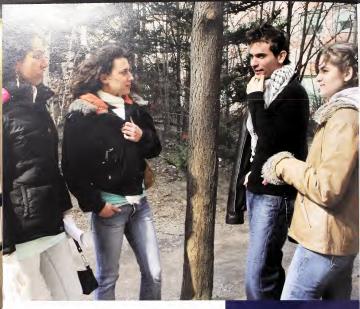
 Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
 Campus environment encouraging contact among students from different economic, social, and racial
 - or ethnic backgrounds

 Participate in a learning community or some other formal program where groups of students take two or more classes together

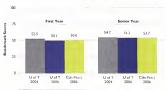
Benchmark ratings for enriching educational experience at U of T are essentially unchanged from the 2004 to the 2006 NSSE survey, and we score slightly lower than our Canadian peers.



With respect to their academic experience, graduate program and overall experience, U of T students responded at least as positively as those at our Canadian peer institutions in aggregate.



LEVEL OF ACADEMIC CHALLENGE PROVIDED



Level of Academic Challenge Survey items

Acres or nucerons. Surrouge owing name.
**Preparing for clist (usolying reading, winting, robraring, oc. robated to academic program).
**Number of lasagated textuboris, books, or book-length public of course readings.
**Number of written papers or reports of 20 pages or more, number of written papers or reports of between.
**S and 19 pages, and insenter of written papers or reports of forcer than 5 pages.

· Coursework emphasizing analysis of the basic elements of an idea, experience or theory

interpretations and religionships Coursework emphasizing the military of judgments about the value of information, argu-

Coursework emphissing application of theories or concepts to practical problems or in new situations.
 Working harder than put shought you could to meet an instructor's standards or expectations.
 Campus environment emphissioning one studying and on academic work.

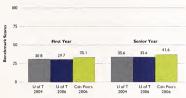
The University of Toronto provides a level of academic challenge commensurate with our peer institutions.

UNDERGRADUATE STUDENTS FROM THE DEPARTMENT OF FRENCH volunteer as tutors in French immersion classes across the GTA and promote U of T's specialized language programs to high school students.

The Department of French is also building links within the broader teaching community to support the pursuit of academic language learning.

enhance student experience

OPPORTUNITIES FOR ACTIVE AND COLLARORATIVE LEARNING



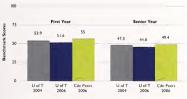
- Active and Collaborative Learning Survey items:
- Asked questions in class and
 contributed to class decreasions
 - Made a class presentation
 Worked with other students
 - on projects during class
 Worked with classmates outside
 - of class to prepare class assignment • Tutored or taught other students
- Tutored or taught other students
 Participated in a community-based
 project as part of regular course.
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers etc.)
- Students at U of T reported participating to a lesser degree in active and collaborative learning, as compared to our peer institutions.

STUDENT-FACULTY INTERACTION



- Student-Faculty Interaction Survey items,
 Discussed grades or assignments with
 - Talked about career plans with a faculty member or advisor.
- Discussed ideas from your readings or classes with faculty members outside
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities etc.)
 Received prompt feedback from faculty
 - Received prompt feedback from faculty on your academic performance (winten or oral)
 Worked with a faculty member on a research project outside of course or program requirements
- U of T's ratings for student-faculty interaction are low, though they compare with the ratings of our Canadian peers.

A SUPPORTIVE CAMPUS ENVIRONMENT



- Supportive Campus Environment Survey items:
- Campus environment provides the
- support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities
- (work, family etc.)
 Campus environment provides the support
- you need to thrive socially

 Quality of relationships with other students
- Quality of relationships with faculty members
 Quality of relationships with administrative personnel and offices

The 2006 benchmark scores for U of T as a supportive campus environment fell slightly from 2004, and are lower than the benchmark scores of our Canadian peers.



applications range from new ways of viewing and understanding medical images to a new interactive campus map for U of T.

linking teaching and research

U of T has the opportunity to create a powerful student experience around the discovery skills of its faculty in every field. We are working to define what constitutes a meaningful research experience for undergraduate and professional students in each year of study, and we continue to encourage thesis graduate students to present and publish their scholarship in internationally recognized fora. In addition, we are recognizing and publicizing faculty whose research becomes an integral part of their teaching, and whose teaching informs and enriches their research.

RESEARCH OUTPUT

All Science Fields Number of Publications Indexed by Thomson ISI AAU Public and Canadian Peer Institutions, 2001-05



U of T generates more research publications than any other publicly-funded university in North America.



Sources: Thomson SI U.S. and Canadian University Indicators - Standard Edition 2005. Our Canadian peer institutions are shown in canital letters.

15,000

5.000



SANDRA TAM, DOCTORAL CANDIDATE
IN THE FACULTY OF SOCIAL WORK,
and the graduate collaborative program
in women's studies research, focuses on
how marginalized young women make
decisions about their working lives.
She is currently teaching a course on
women and social policy. "I really enjoy
teaching... I've found that its one way of
getting ideas out to the real world through
the students, who are in some ways
conduits between the university and the
community." says Tam.

FACULTY HONOURS BY AWARD, 1980-2006 UNIVERSITY OF TORONTO COMPARED TO AWARDS HELD AT OTHER CANADIAN UNIVERSITIES



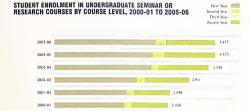
Source Award announcements for each program "Current member National Academies consists of lieutuse of Hedicinia, National Academies National Academies Consists of Seatesteen "Sea 2006, """"Federal Granting Co-Proses NSBAC: Genhard Hertraberg Cinsals Gold Hedid for Sortice and Conflict Conf

Faculty members' receipt of prestigious awards and honours is an important measure of both research excellence and of the calibre of teaching that a university can offer students From 1980-2006, University of Toronto faculty garnered a disproportionate share of both national and international awards.

GRADUATE RESEARCH, PUBLICATIONS AND PRESENTATIONS



Graduate students' activity in research, publishing and presentations has grown significantly since 2002.



From 2000-01 to 2005-06. enrolment in undergraduate research and seminar courses rose 42% In the same neriod overall undergraduate enrolment at U of T rose 22.8%

Source: Planning and Budget reported on data compiled from ROSI * Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-grade courses is counted as 1.0 per student

First year courses include: ARTSCI 199, APSC ECE (0), MIE 191 Second year courses include: ARTSCI 299, ERIN 299.

Second year courses include: AKTSCI 299, EKIN 29
Third year courses include: ARTSCI 399, ERIN 399

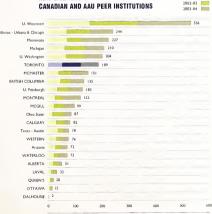
500 1.000 1.500 2.000 2.500 3.000 3.500

NEW LICENSES

Number of students enrolled

Fourth year courses include: APSC 489, 492, 496, 497, 499, ARTSCI 403, 404, 411, 412, 413, 414, 415, 416, 417, 418, 419, 498, 499, ERIN 412, 413, 415, 419, 498, 499

2001-02



The translation of research output into applications with economic and social benefit is an important indication of the way our discoveries have had an impact outside of the University, New licenses are one measure of technology transfer; over a three vear period, 189 new licenses were created as a result of U of T research activity. Compared to other institutions, the University ranks first among our Canadian peers and sixth among our AAU peers.

Source: AUTM Survey FY 2002, 2003, 2004, and supplementary data from missing U of T affiliates. Note: Canadian peer institutions are shown in capital letters. University of Toronto includes all affiliated hospitals except for St. Michael's Hospital. University of Washington includes Washington Research Foundation. University of Octawa includes Ottawa Heart Institute Research Corporation and Ottawa Health Research Institute where available Dathousie data not available for 2001-02 and 2002-03. Data for University of California at Berkeley only available as part of the University of California system (not shown).



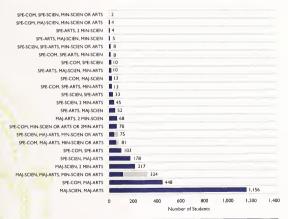
DR. TONEATTO, DIRECTOR OF THE NEWLY ESTABLISHED "BUDDHISM, PSYCHOLOGY AND MENTAL HEALTH" minor at New College, describes the program as a bridge between disciplines for students who are interested in combining the power of the scientific method with the insights into human behavior of an ancient spiritual tradition.

"The U of T program will be among the few in North America at the forefront in this type of research and study," says Dr. Toneatto.

interdisciplinary, interdepartmental, interdivisional collaborations

Many of the most challenging issues confronting society require scholarship that is collaborative and interdisciplinary. And increasingly, students are seeking out programs and program combinations that allow them to create unique educational experiences suited to their interests and aspirations. We are encouraging more such experiences, in and out of the classroom. The Academic Initiatives Fund (AIF), which supports implementation of the Stepping UP academic planning process, has as a key criterion the promotion of interdisciplinary and collaborative work. The AIF has supported many projects since its inception in December 2004 – including, for example, the Centre for Aboriginal Initiatives, the Centre for Global Change Science, and the Centre for Diasoro Studies and Transantional Studies.

UNDERGRADUATE INTERDISCIPLINARY PROGRAM COMBINATIONS AND ENROLMENT, FACULTY OF ARTS AND SCIENCE



SPE = Specialist MIN = Minor MAJ = Major

The bars above indicate the student enrolment in various program combinations in the Faculty of Arts and Science. The stacked bars denote enrolment whereby three program combinations have been chosen, one of which is a minor in Arts or Science.

In Fall 2006, the Faculty of Arts and Science offered 69 undergraduate interdisciplinary programs of study. In addition, 15% of the faculty's students were enrolled in interdisciplinary program combinations which included programs from two or all three areas of arts, science and commerce.



VARSITY ROPER LINDSAY WILLIAMSON

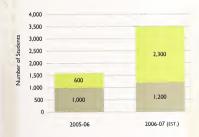
VOLUNTEERS with the Rexdale Skip Hop program, an after-school physical activity initiative at Elmbank Community Centre in North Etobicoke. U of T's new Centre for Community Partnerships helped establish the program and recruit student volunteers.

outreach and engagement in public policy

By engaging in our local, national and international communities, we encourage students to view their educational context more broadly and we help ensure the knowledge transfer of our scholarship into the public policy or commercial realm. We have redesigned the administrative and academic structure of the University to better engage nationally and internationally with institutions and governments, most totably through the creation of the Division of University Relations and the School of Public Policy. At the student level, we are expanding service-learning courses and cataloguing and more effectively publicizing our tremendous number of co-curricular involvement activities.

COMMUNITY-BASED CURRICULAR AND CO-CURRICULAR OPPORTUNITIES FOR STUDENTS, 2005-06 AND 2006-07





The Centre for Community Partnerships coordinates both curricular (teaching) and co-curricular (service) apportunities for students. In 2005-06, 1,000 students were involved in community-based courses. In 2006-07, we expect to expand our participation to 1,200.



PROFESSOR TONY CHAMBERS, ASSOCIATE VICE-PROVOST

(STUDENTS) with student Emily Gregor. Chambers' popular graduate level course, Student Experience in Post-Secondary Education, is the precursor to a new program slated to start in 2007: a master's degree in higher education with an emphasis on student affairs and student development. The program, unique in Canada and one of a very few in North America, will prepare the next generation of university student life professionals and provide research opportunities into the student experience.

equity and diversity

We are fortunate to be located in one of the most multicultural cities in the world. As a public university, we are committed to being accessible to all members of our community. Our student body reflects the diverse local and global communities of which we are a part, and we are working to ensure that our faculty and staff reflect the diversity of our students and the community around us.

PROPORTION OF STUDENTS IN VISIBLE MINORITY CATEGORIES



Source Report of the Vice-Provost, Students on Student Financial Support "Dentitutry, Law Management, Medicine, and Pharmagy 2002 data for Doctoral-Servan not realbable Responses were hased on the following question: "As defined in the Canuda Engloyment Equity Act, a person in Canada is a member of a viable minority if the person is other than aboriginal and is non-Caucasain in race on-evalute in colour. Do you consider yourself to be a member of a viable minority in Clanda scording to this definition." Response rate 2002. First-entry 64%, Professional 64%, Control 36%, Control 36%,

An equitable and diverse environment bolsters a positive student experience. U of T's student population is remarkably diverse. In 2005, 51% of first-entry program students, 47% of professional program students and 35% of doctoral stream students identified themselves as "visible minorities". In all three program areas these percentages have risen since 2003.



POLITICAL SCIENCE MAJOR LANI SHADDUCK from Spokane Washington came to the University of Toronto for the cosmopolitan atmosphere of the city and the enormous scope of courses and programs. She spent her final year studying in Berlin as part of an international collaborative program.

"If I could change anything about my U of T experience it would be to have spent more time exploring the different neighbourhoods of the city," says Shadduck.

conclusion

We have much to celebrate at U of T, as well as a number of important challenges. One continuing challenge is enhancing the student experience, particularly for our undergraduates. Resource constraints, however, have limited our ability to reduce the student-faculty ratio or otherwise enrich the learning environment and co-curricular experiences of our students.

Provincial government support for universities in Ontario still lags well behind other provinces. Compared to our US public peer institutions, the gap in per-student funding is even more dramatic. The 2005 Ontario Budget provided welcome relief from a longstanding negative trend in funding for our universities. However, we already know that the commitments made to date do not come close to closing the inter-provincial gap, let alone the Ontario-US gap, in funding. We accordingly continue to explore all sources funding and to advocate for greater public investments in higher education.

At the same time, members of the University community are working within the constraints of current resources to ensure that more students have unique learning experiences at the University of Toronto. The institution has a long record of achieving excellence despite chronic under-funding. We will continue to build on our record of pioneering research, and to afford opportunities for our students to develop a spirit of intellectual inquiry and engagement with the great issues of the day.

TOTAL ALL REVENUE PER FULL-TIME EQUIVALENT STUDENT, FISCAL YEAR 2004-05 (US FUNDS) UNIVERSITY OF TORONTO VS. AAU PEERS



Source: AAUDE, AAU mean excludes Toronto, Toronto converted to US funds using the purchasing power parity (PPP) of 0.80.

UNIVERSITY OF TORONTO

We invite your feedback: www.provost.utoronto.ca provost@utoronto.ca